



# M4M

## Migrants for Migrants

### Buddy System Service Model

#### Final Report O2

2021



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# 1. Introduction

*The 'Migrants for Migrants - Using the Buddy System to foster the integration of refugees and migrants in the society' (M4M) aims at promoting the inclusion of migrants in society with support from their host community, improving their ability, dignity and opportunities.*

The M4M is a European project that aims at promoting the inclusion of migrants and refugees in their host communities by facilitating their empowerment and by creating links and sustainable contacts between refugee associations, social services, local administrations and volunteer associations by using the Buddy System. It foresees the following objectives:

- Newly arrived refugees and migrants acquire a certain autonomy adapted to their local needs, and the development of basic skills and key competences.
- Integration Services Professionals, educational staff and volunteer associations are empowered in mentoring and in acting as bridges between their communities and newly arrived migrants.
- Fighting against migrants smuggling through peer-to-peer counselling and training of Integration Services Professionals and migrant volunteers.
- The setup, the pilot and the evaluation of the Buddy System.
- The development of e-learning capsules focused on improving Integration Services Professionals' key transversal and professional competencies.
- The creation and the pilot of a training course curriculum focused on the exchange of good practices and mutual development.



M4M targets Integration Services Professionals, Local associations or NGO's networks working with migrants/refugees and newly arrived migrants and refugees.

This document presents the Buddy System Model that configures the step-by-step approach in implementing a peer-mentoring programme for migrants.

The Buddy System Service Model Mentoring is based on the programme "Mentors for migrants" (Portugal), which was voted by the partners as the best European Practice. The choice was based on 5 dimensions such as accommodation, education, labour market integration, access to care as well as social and cultural aspects.

A black and white photograph of a person's hand pointing towards a wall covered in numerous sticky notes. The person's profile is visible on the left side of the frame. The sticky notes are of various sizes and some have handwritten text, though it is not legible. The background is slightly blurred, showing what appears to be a window with blinds.

## 2. The Buddy

# System Service Model

*The Buddy System Model is a framework to provide a well-managed service guide specialised in offering mentoring and support to newly arrived migrants and refugees. It includes key elements and guidelines to build a non-formal/peer-learning methodology.*

Trying to settle in an unknown country might prove challenging when facing language barriers, social norms differences or educational gaps preventing access to employment. It has been established that migrants face an unequal access to the society, the city and its services. As they might be seen as a burden that needs to be sorted out and taken apart of the society, they face space relegation, insecurity (J. Le Bars, 2018), marginalization (F. Torres Pérez and M. Monsell Liern, 2018) or even violence (M. Brault, H. Daccord, J. Lenouvel, 2018) that can lead to isolation and a failure in integration.

When it is claimed that it is the responsibility of the States to create and implement integration policies in order to allow the migrants' economic potential and societal participation, it must be acknowledged that both asylum seekers and host communities also have to be engaged. When it comes to simple acts leading to autonomy such as how to get around the city in public transportation, where to find public services, to get advice on how to get/do well in a job interview, how to get an internet contract, etc., a hand from a community volunteer could be the best fit for the job.

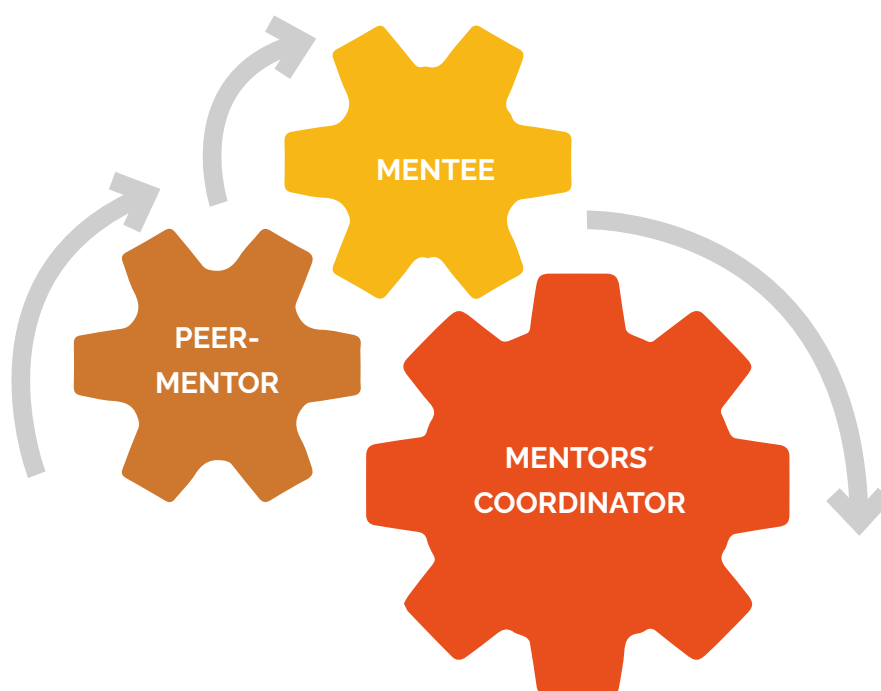


The Buddy System Service Model builds on the successful results of Moms for Moms programme: creating a model whereby people who are helped once, are helped for the rest of their lives, which also impacts their children, meaning that the Migrants for Migrants project results will continue to benefit multiple generations.

The Buddy System Model relies on the definition of mentoring as a process which involves the interaction between two individuals in which the mentee (apprentice) is in a position to benefit from the knowledge, skill, ability, or experience of the mentor. The mentoring process is marked by the absence of unequal roles (Finnegan et al, 2010).

## 2.1. Roles in mentoring

The mentoring process is built upon three main actors who perform different roles, as follows:





### ***Mentors' coordinator***

Mentors' coordinator is an experienced professional, preferably one who has been a mentor before or a professional of an authority/organisation working with migrants and refugees. The coordinator needs good knowledge of this methodology because he or she plays the role of management and supervision of the mentoring programme, in order to assure that it goes as planned and that goals are achieved. The responsibilities of mentors' coordinator are to recruit, develop and retain mentors and mentees, match appropriate mentees to mentors, help mentors define the mentoring purpose and supervise the overall process (Gonçalves & Farcas, 2016). Therefore, the coordinator should be in contact with both mentors and mentees so that also mentees are also able to report any issues or problems arising during the mentoring process.

### ***Mentor***

Mentor is any person who is willing to use his/her experience to model positive behaviours in a constructive way and preferably on a voluntary basis to a migrant person. Mentor is responsible for engaging in the mentoring relationship to support a mentee (the person receiving support), for preparing, conducting and evaluating the mentoring sessions according to the scope and purpose of the programme, and for sharing with mentors' coordinator any issues. A mentor should be someone who perceives mentoring as a means of self-efficacy and who is willing to commit time to others (Gonçalves & Farcas, 2016).

Taking all this into consideration, the mentor should have cultural sensitiveness and be willing to commit time and effort to support newly arrived migrants. He/She could be a migrant or refugee that has been living in the host country for quite some time or even be born local with a migration background and be familiar with the language and the procedures by local authorities. He/she will work as a "bridge" between them and the Mentee. The Mentor can introduce himself/herself to the authorities/organisations as a contact person for issues of the Mentee in order to facilitate their communication. Regarding their qualities, being a Mentor requires an open-minded approach, active listening, as well as a good degree of empathy.

### ***Mentee***

Mentee must be a migrant, refugee or asylum seeker. He/She is the individual who receives mentoring, often called 'protégé', and who is willing and motivated to devote time and effort in order to develop personal, social and basic skills to support his/her integration process in the host country. He/ She is willing to cooperate in the



creation of an action plan with the Mentor and to meet him/her on a regular basis to implement it. The Mentee should be open to receive advice and have optimistic but also realistic goals.

## 2.2. Mentoring relationship

Although mentoring is generally defined as a **relationship** that helps the mentee and the mentor, problems in the relationship may arise if the bounds of the relationship are not clearly understood. A mentee may be overly dependent on a mentor, asking for micromanagement instead of advice and guidance. A mentee may also ask for personal favours or expect involvement with the mentor's work. Mentors may resist the separation stage and insist on some voice in the mentee's career decisions. The relationship may also become too personal if boundaries are not taken into consideration. However, problems with mentoring may be surpassed when both parties have clear expectations of what mentoring can do and what it should not do. In general, personal reflection about the mentor relationship both before initiating it and throughout its course, by both the mentor and mentee, will contribute to a robust, growth-oriented relationship. Finally, both the mentor and mentee are human beings, so empathy, forgiveness and patience will aid in overcoming any problems that may arise in the mentoring relationship.

What is more, the importance of **establishing trust** ought to be highlighted. The Mentors should be provided beforehand with guidelines on the way to communicate with the Mentee to establish trust and make them open up and cooperate. The Mentors should be prone to discuss the inputs and concerns of the Mentee and avoid being judgmental. They should refrain from prejudice and stereotypes of any kind. The Mentors should respect confidentiality of the information the Mentee shares with them. It will also be necessary to keep record of their actions during the Mentoring process to allow transparency and provide feedback to the Supervisor on the Mentee's progress.

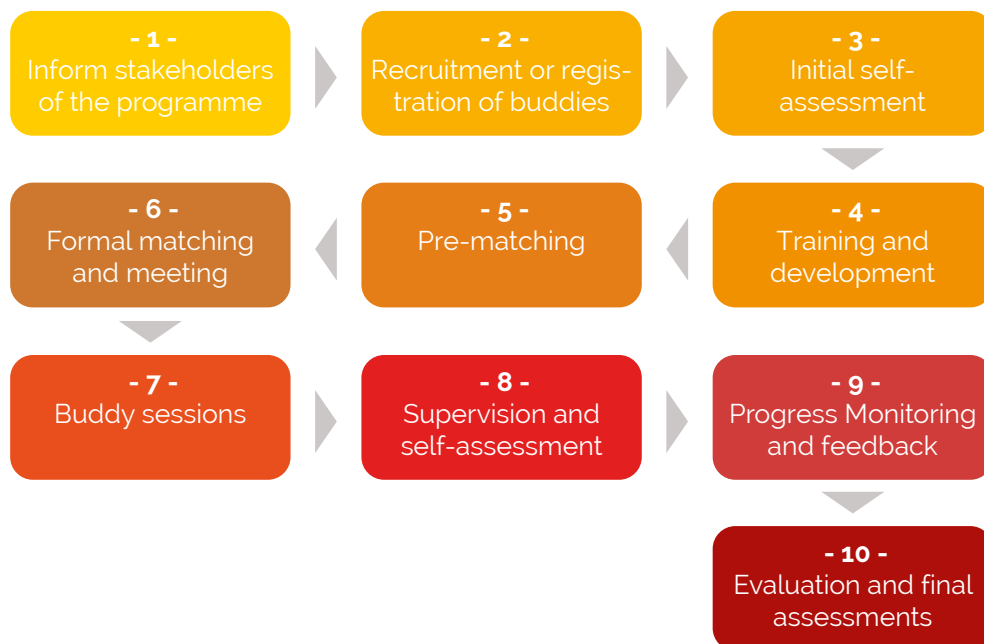
What is essential is a **Code of Ethics by which the Mentors ought to abide** (See Annex 1). This Code should include principles on rules of behaviour and limits considering the help and guidance they can provide and the consequences when violating them. The Code could also refer to the treatment of minors. Mentors should pay particular attention to safeguard the children and adolescents' best interest in terms of growth, health, safety and education, as well as in protecting their personal data.

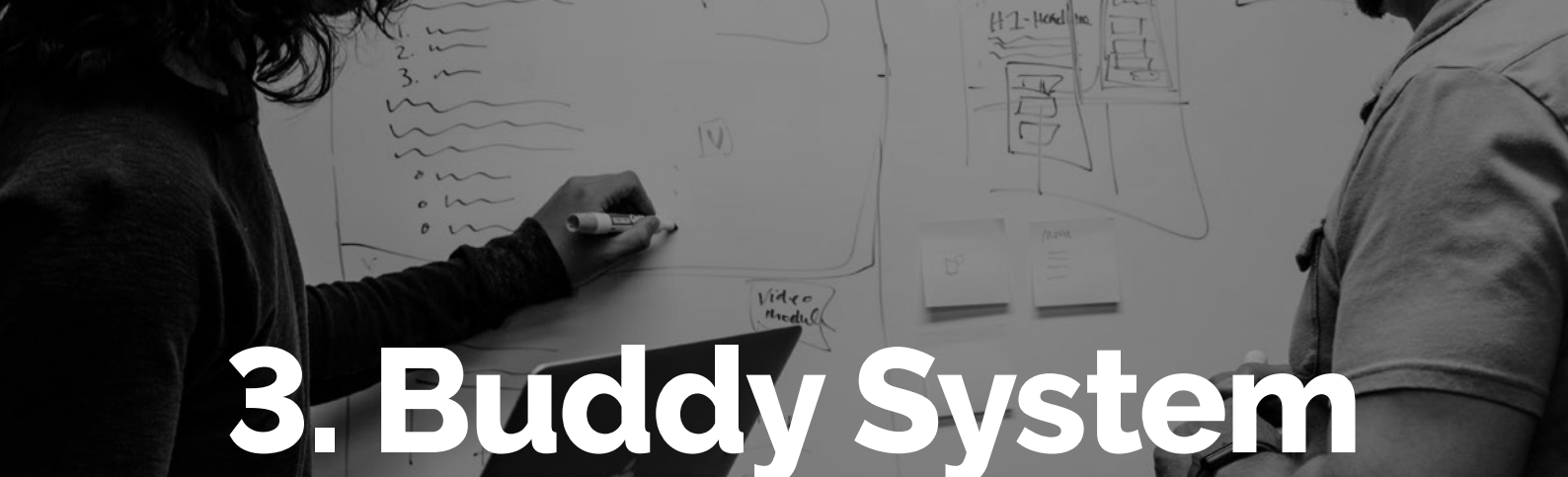
Any organisation or service implementing a buddy system must take all these requirements into account.

## 2.3. A step-by-step approach

The Buddy System is composed of 10 steps from the very first approach to any stakeholder until the effective implementation of the programme, ending up at the evaluation. Even though the steps are presented chronologically in a linear way, there are temporal overlaps that need to be taken into account during planning. For this reason, the overall concept must always be kept in mind. In the elaboration of the steps, you can find cross-references to previous and subsequent steps.

Below is the process map (flowchart) of the steps:





# 3. Buddy System

## Service Model: *The Methodology*

*The implementation of the steps supports a structured adoption of the Buddy System. The steps were built in co-construction workshops with professionals and migrants..*

In total ten validation workshops had been conducted by the project partners partners, from October 2020 until March 2021. In order to carefully work out each step research results, ideas, guidelines and field reports were discussed and exchanged with professionals such as social workers, psychologists, teachers, sociologists, pedagogists, anthropologists, members of local NGOs working with migrants, as well as experienced migrants and leaders of the most representative migrants' communities. A number of 69 participants were involved in this process. Each partner had to work out at least one step preparing documents which were discussed with the experts. There was an extensive exchange with those experts who are all involved in the integration of migrants in their professional environment, thus the individual steps of the Buddy System model could be elaborated on a practice-based expertise. The project itself and the 10 steps were briefly presented to all participants as well. The workshop's methods consisted of dynamics and asking specific questions giving space to each expert to give inputs and talk about their experience and also to talk about room for improvement.

The methodology is based on a participatory approach (co-construction method) which means that the overall goal is to foster the mentee's own initiative and responsibility, as well as integrate the mentee's existing resources, so that the mentee's active participation is encouraged and enabled.



# 4. Buddy System

## Service Model: *The Steps*

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### 4.1. Inform stakeholders of the programme

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#### *Overview and objectives*

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The introduction step targets Integration Services professionals and volunteers, and its main aim is to inform them and prepare them for this mentoring journey. The main aim is to create a strong network among NGOs working with migrants, migrant associations/organisations and engage other professionals or volunteers and migrants who would be interested in participating in this programme. In this first step, you can find information on how to disseminate the Buddy System to stakeholders and interested parties, how to engage experienced or qualified migrants who could eventually undertake the role of the mentor and newly arrived refugees and migrants who are in need of guidance and are willing to be integrated in the host society by undertaking the role of mentee. The stakeholders will be also informed of the challenges and problems often confronted in the mentoring process. Furthermore, other specific objectives are for stakeholders to understand the importance of the code of ethics by both sides and how to establish trust between the Mentor and the Mentee.

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#### *Details*

#### *Creation of network links and dissemination of the programme:*

The creation of a contact list will be vital for the starting relationship of this network and will include migrant and refugee communities and authorities or organisations supporting migrants and refugees. It could be more effective to



try to engage authorities and organisations who already cooperate with cultural mediators and interpreters aiming to involve them in the programme as Mentors.

The programme can be disseminated through the website and social media as well as through posts on online platforms uploading information on projects related to migrants' inclusion. The launching of the programme can also be disseminated through information meetings or events. On contacting the above-mentioned stakeholders, all necessary information should be provided considering the structure, process and estimated duration of the buddy system model and how it can contribute to the inclusion of newly arrived migrants and refugees in the host community.

While informing potential stakeholders it will be crucial to make them familiar with potential problems in mentor relationships and the importance of a Code of Ethics by which the Mentors ought to abide (See Annex 1) as well as the importance of establishing trust. All these issues are outlined in detail in the chapter "Roles in Mentoring".

Furthermore, there should be suggestions on how the mentors' coordinator and mentors should be introduced to the local authorities, as well as the new conditions and needs the COVID-19 pandemic has created and how they may affect the mentoring relationship.

### ***Activities and tasks to be delivered***

1. Engage Integration Services professionals and volunteers through dissemination of the programme online
2. Create an online invitation for stakeholders that will be able to subscribe in the upcoming steps of the M4M Mentoring Programme
3. Dissemination of the invitation through website, social media and online platforms available for promoting projects related to migrants' inclusion.



4. Organisation of information meetings or events to disseminate the launching of the programme.
5. When interested parties have been subscribed then further information about the programme should be provided including tips and common challenges in mentoring process, guidelines for the establishment of trust between Mentors and Mentees as well as guidelines on code of ethics in mentoring relationships.

*Template:*

Guidelines on the Code of Ethics for Mentors (See Annex 1)

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## 4.2. Recruitment or registration of buddies (mentors)

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### *Overview and objectives*

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Recruitment of buddies is the process of finding and engaging the best-qualified mentor candidates by defining the requirements, attracting, screening and selecting candidates, engaging, and finally documenting those selected.

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This implies that the candidates must have certain skills to get as close as possible to the profile sought for being a mentor.

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In this module, stakeholders will be trained about the methodologies to research, profiling, interview and selection including effective documentation.

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### *Details*

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#### *Research:*

The traditional way of finding and recruiting candidates is getting in touch with migrants' communities or social services, refugee associations, local administrations and voluntary associations that are dealing with migrants or refugees in order to inform them about the research for potential and experienced candidates for being mentors.

In the educational context, the practice of social recruiting is increasingly used. Social networks are more and more a means to find the talents sought. This methodology also allows a first evaluation of the image, even digital, of the candidates.

Social Media tools such as Facebook, Instagram, Twitter, YouTube or Slide Share can be used to promote the buddy system and the search for buddies.

## **Profiling**

The skills to be researched for a potential Mentor could be the following:

- Social, psychological and organisational skills
- Communication skills
- Interpersonal skills
- Resilience skills
- Conflict Management skills
- Perception of mentorship and society as a system
- Integration and Inclusion skills
- Self-learning and self-development skills
- Time management and reliability

A more detailed description of the buddies' skills is outlined in Step 3 (initial self-assessment). Step 2 is therefore strongly linked with Step 3 which means that at this stage the stakeholder should already have worked out guidelines with mentor's/mentee's/coordinator's required skills and identify the skills that value the most and are more significant for their mission, values and code of conduct.

Furthermore, the stakeholder has to decide how to document the candidates' data as well as what type of registration they want to use. Candidates can either send an application letter or fill in a registration template (online or in written form).

## **Pre-selection and Interview**

Based on all the skills required (see profiling), potential candidates are selected for being interviewed. During the interview, recruiters will be asked to become aware of the candidates' skills based on the guidelines for required skills as well as the motivation, dedication, empathy, patience and time resources of the candidates.

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Possible questions:

- **Motivation for the task to be carried out:** "Why do you want to be a mentor?", "How do you intend to carry out this challenge?", "What is driving you to accept a candidacy which asks to accompany migrants in a process of inclusion?"
- **Dedication:** "Do you dedicate yourself to work with passion?"; "What do you think are the needs of migrants?" "How can the needs of migrants coincide with those of the territory?", "How can you activate processes of reflexivity in the migrant in order to make him the protagonist of his own integration process?" "Are you interested and willing to be trained for your task?"
- **Time resources:** "How many hours a week or a month are you available?"
- **Interpersonal skills:** "Can you integrate your new task easily?", "Are you used to working in a team?", "How would you react in the event of a conflict with a mentee?", "How will you enter into a relationship with the mentee?";
- **Orientation to results:** "What goals have you achieved so far in your life?"; "What do you think is the most difficult challenge you have faced in your life?"; "What objectives would you like to achieve in the future?";

### *Selection (after the interview):*

Selection of suitable candidates based on the data collected: Deciding who is suitable in terms of skills, strengths, preferences, time resources and for which target group of mentees: minors, families, men, women, language etc.

### *Registration of mentees:*

The contacts made with interested stakeholders during the launch of the programme (Step 1 Informing the Stakeholders) must be used in this step in order to get in touch with interested mentees. It has to be decided how mentees can register for the programme directly or through organisations. The registration of mentees is separate from that of mentor candidates.

### *Activities and tasks to be delivered*

1. **Research:** define means of research and promoting, set up the promoting plan and types of registration (different for mentor candidates and interested mentees)

2. **Profiling:** define the requirements (also see Step 3 Self-Assessment)
3. **Pre-selection and Interview:** sift through applications and registrations of buddy candidates and make a selection, define interview guidelines, organise and conduct interviews
4. **Selection:** decide and select appropriate candidates and document the candidates' data

### *Templates:*

Mentor Form (See Annex 2)

Mentee Form (See Annex 3)

## 4.3. Initial self-assessment

### *Overview and objectives*

The initial self-assessment is provided for both mentors (buddies) and mentees. It will provide evidence of the effects of the buddy system model on skills gained and achievements with the method. It will take place at the initial stage of the programme, meaning before mentors and mentees are actually involved in the process. The objective of this step is to get the profile of mentors and mentees to make the pre-matching easier, as well as to determine the baseline point for both roles in the process. However, the mentors' coordinator should also have skills.

However, it is also necessary that the stakeholder implementing the buddy system not only has access to mentors but also has to be able to find out about mentees who are interested in being mentored by a buddy. Therefore, the stakeholder should get in touch with professional services, migrants' associations, NGOs dealing with migrants and refugees etc. These can be public or private institutions responsible for housing asylum seekers, but also any public or private institution that is a contact point for asylum seekers, persons entitled to asylum or migrants in general. Therefore, the "sending" organisations need to be familiar with the principles of the programme in order to pre-select or propose or motivate mentees who are suitable to be mentored by a buddy. The type of "registration" of the mentees is also to be defined and fixed.

In this step, therefore, not only the skills required of potential mentors but also those of the mentees are dealt with in more detail.

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## Details

### *Mentor's skills:*

There is a number of qualities and skills that the mentor should have to properly provide mentorship for migrants and refugees such as:

- **Social, psychological and organisational skills.** These skills include: flexibility, availability, theoretical and practical knowledge, truthful and confident contact network, showing care and interest to help others, proactivity, self-confidence, good planning skills, assertiveness, empathy, non-bias attitude, carrying himself/herself in a professional way, in-depth knowledge of the social-cultural reality of mentees.
- **Communication skills.** These skills include: knowledge of different languages and different and mixed techniques to communicate (verbally and non-verbally) with empathy, assertiveness, clarity and objectivity; creativity to engage in new and innovative ways of communication and overcome obstacles; being open-minded and willing to share and exchange different life experiences; active listening and providing feedback; positive discourse to encourage positivity in the mentee state of mind to overcome obstacles; acceptance of mentee's different social-cultural background and confidentiality.
- **Resilience skills.** These include: persistence; believe in what you are doing; find alternative pathways; teamwork; feeling and transmit hope to the mentee; good stress management; deal with unexpected situations with creativity; accept difficulties and obstacles to turn them into opportunities.
- **Conflict Management skills.** These skills include: non-judgemental attitude, neutrality, empathy, sense of humour, keeping a balance between proximity and distance with all parties at stake, ability to present different positions/opinions regarding a specific matter; respect and sympathetic attitude towards all individuals involved; ability to remain calm; suggest solutions; active listening; mediation skills; give feedback; pedagogical attitude; focus on solutions not in the problems.
- **Perception of mentorship and society as a system.** This includes: being both a mediator and a supervisor by giving advice towards the best decision to take and to facilitate the inclusion in the host society; ability to examine the macro, micro and meso perception of a specific situation; the mentor should advocate



for the cause; mentor should be a bridge between the individual and the host-society; technical knowledge; accompany in the process of integration and accommodation; commitment, work towards peace, especially, social peace/justice.

- **Integration and Inclusion skills.** These include: giving voice to all/hear everyone; empathy; promoting personal and social skills; seek responses and resources involving the community; capability to adapt to multicultural environments; promoting interculturality; complying with good norms and practices; respect for differences; trust relationship; autonomy.
- **Self-learning and self-development skills.** These include: being engaged and showing interest; self-reflection; ability to examine the surrounding context; progress in their knowledge; ability to observe adversities through an open minded; admitting own mistakes; keeping in mind there is always room for improvement and to learn from others; continuous training and researching for new projects and resources.
- **Mentors' coordinators' skills.** *In addition to all the skills mentioned above, the mentors' coordinator should also have:*
- **Group Management skills.** These skills include: in-depth knowledge and acceptance of group members to understand and 'read' each person's personality and profile; articulate with different entities and different teams to plan activities and tasks; work with the group to prevent isolation; communication skills; ability to create network with peers and other migrants; ability to delegate tasks and roles among the team; assertiveness; referral pathway within the team; acceptance and respect different social-cultural practices and background; ability to mobilize and engage all members of the group in the activities; communicational skills with the host community and promote a sense of belonging among mentees.
- **Mentee's skills.** *There is a number of qualities and skills that also the mentee should have in order to be part of the mentorship programme:*
  - **Self-determination and resilience skills.** These include: showing initiative, attitude, courage, capability to accept criticism, optimism, persistence and focus; and desire to be included in the host-community.
  - **Communication skills: desire to communicate;** empathy; motivation; proactivity; self-knowledge; dynamic; active listening; social skills for interpersonal communication and relationships; desire to be included.

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- ***Being aware of their own rights:*** determination; citizenship; civic duty; proactivity; knowledge, especially, of the law and legal terms; receptivity.
- ***Being committed to the mentorship programme:*** commitment; compatible schedules/routines; being open to new; dedication; responsibility/accountability; availability; motivation.

### ***Activities and tasks to be delivered***

1. Guidelines with mentor's/mentee's/coordinator's required skills. Each entity, association should identify the skills that value the most and are more significant for their mission, values and code of conduct.
2. Define methods how to assess mentor's and mentee's skills: Through interviews and group dynamics, psychotechnical tests (i.e., include specific dynamics to assess mentor's/mentee's skills with role play)
3. Develop an interview schedule to assess mentors' and mentees skills including the Basic Principles

### ***Templates:***

Mentor Interview (See Annex 10)

Mentee Interview (See Annex 11)

## **4.4. Training and development**

### ***Overview and objectives***

Training is crucial in order to engage well-prepared mentors. This step is an induction training for mentors/buddies, but it also covers an info-day for mentees. The main objective of the step is to enable mentors/buddies to perform their role as a mentor and to provide the best support to migrant mentees. The buddy system conveys a mentoring process, which involves very close interaction between migrant mentee and his/her buddy (mentor). As this is a voluntary role, mentors need to be aware of what being a buddy implies and main communication and multicultural skill

### ***Details***

Designing and implementing a training with theoretical and practical modules

including: intensive/immersive training, team building dynamics, a chart on power dynamics to balance the interaction between mentor and mentee, a chart with ethical principles of mentorship, key information on social and cultural behaviours considering mentor's and mentee's social-cultural background, verbal and non-verbal communication, dynamics and role play to train mentors in their interaction with mentees; creating a protocol to report any abuse or harassment.

On one hand, the theoretical training includes basic knowledge about asylum and immigration laws, asylum procedures, integration measures, financial support for refugees and migrants, rights and obligations, knowledge of values and orientation, labour market, housing situation, health issues and assurance etc.

On the other hand, it is about understanding mentoring as a training strategy at the time of social and cultural immigration.

The candidates have to deal with questions such as what is mentoring, its origin, he prerequisites, the objectives, the conditions, the phases of the mentoring process, the strengths (benefits) for mentees and mentors, the limits (disadvantages), and what it means being a mentor in the cultural and social immigration process

As for the practical/experiential side the mentor will have to transfer social and territorial knowledge to the migrant in order to implement a process of autonomy and participation in social life; therefore he/she accompanies him/her within the territorial services by offering him/her the useful tools to access them.

Providing a certificate after the training or a "badge of service", a business card or even think of providing a service cell phone in case mentors will be working for a long time in this field. All these give the mentors a more official role, especially when dealing with official authorities.

### ***Activities and tasks to be delivered***

1. Designing and implementing a training with theoretical and practical/experiential modules as well as an info-day for mentees
2. Providing economic support for mentors to attend the training (lunch, transport)
3. Setting scopes and dates for the training
4. Finding trainers

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5. Providing a certificate or other proofs after the training

## 4.5. Pre-matching

### *Overview and objectives*

Pre-matching is the phase preceding the formal matching, in which the couples of mentors and mentees are officially matched. The aim of pre-matching, in fact, is to identify which couples of mentors and mentees can work best together: in this phase, the participants have the opportunity to meet each other for the first time during an informal meeting but this is not compulsory. At the end of pre-matching, each participant expresses a choice about their partner and each couple of mentor and mentee is confirmed to work together.

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Pre-matching is a relevant step because, if well done, each mentoring pair will be more likely to build a trusting and enduring match. For this reason, this step is to be carried out carefully, as it could avoid the occurrence of other problems during later stages of the project, when mentoring activities are already in an advanced stage and problems take more time and effort to be solved. For instance, a careful pre-matching phase avoids that mentor and mentee do not match, thus making a re-matching operation necessary.

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#### *Preliminary phases:*

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Before starting this step, it is necessary that the initial self-assessment of both mentors and mentees (Step 3) and their training (Step 4) have been carried out. This assures they are well prepared to take part in the project and have clear ideas of what to expect and of which their roles are supposed to be in the programme.

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#### *Pre-matching process:*

This process is made out of **four main groups of activities:**

**Part 1.** The mentors' coordinator needs to collect all the useful information about both mentors and mentees. This information can be collected through the self-assessment activities previously carried out, the form they have filled in to take part in the programme and, eventually, the coordinator could establish an additional interview, questionnaire and/or focus group. Based on the information collected, in fact, the first matching proposal is presented.



It is also an option to disseminate among the mentees a document with a list of information and a brief description of every mentor taking part in the programme in order to help them reflect about which one could be the best mentor for them.

**Part 2.** At this point, the best practice consists in an informal consultation of both mentor and mentee, aimed at providing a description and some information about the potential counterpart and at assessing their interest in getting to know each other. If the mentee is a minor, the best practice is to contact the parents/tutor first, in order to minimize the minor's disappointment in case the parents/tutor do not agree to the match.

**Part 3.** If both mentor and mentee agree, a first informal meeting is scheduled and takes place: this one is purely exploratory and has the objective of getting the participants to know each other, express an opinion about the proposed mentoring, talking about their roles and expectations. The mentors' coordinator should prepare a list with the key elements and also participate in the meeting with the aim of supervising, easing the interactions between the participants and making sure that everybody feels comfortable.

An important element is to select a correct location: the more appropriate ones are neutral spaces or locations where the mentee feels comfortable and at ease. When mentoring includes a minor, it may be appropriate to visit the family at home for the first meeting. This advice is valid even in case the mentoring activities will take place at the mentor's or mentee's home.

**Part 4.** After the conclusion of this stage, the mentors' coordinator contacts the participants individually, in order to collect their opinion about the meeting:

- If the opinion of any of the participants is not (completely) positive and either one or both of them do not want to continue the process, the intention of not confirming the matching is communicated to the counterpart. In this case, the pre-matching activity starts again from scratch.
- If the opinion is positive and every participant intends to continue the process, the formal matching phase can start which means the first formal meeting can be organised where goals, objectives and details will be fixed (see step 6 Formal Matching).



### *Alternative approach:*

It is also possible not to pre-match the couples before the first informal meeting but organise a meeting in the form of a **group session**, during which the participants are involved in easy-going activities to carry out together, such as carefully selected get-to-know-you activities or games, ice-break activities.

The mentors' coordinator can also organise activities that **deliberately pair people** together, thus having the opportunity of observing more natural and spontaneous relationships and understanding the best potential fits.

After the meeting, in fact, the coordinator will ask the mentees to express their preferences about the mentor they would like to be paired with. Mentors should also have the possibility to reject a mentee if they feel that the match would not work for them. The programme staff will still be in charge of making the final decisions on each match. However, if a Mentor rejects a Mentee this should be final. Given that mentoring is a voluntary support and built on trust, a Mentor should never be forced to work with a Mentee that does not match.

Finally, it is also an option not to organise an informal meeting before the first formal meeting.

There are pros and cons regarding each method: Being able to choose their own mentor will give mentees the feeling of being an active part of the decisions and might make it easier to confide and open up towards their mentor.

On the other hand, some mentors may be more preferred than others and have a long list of potential mentees, while on the other side some other mentors are not chosen.

Last but not least, the mentors' coordinator matching the couples of mentor and mentee only according to his/her estimation based on experience can also ensure that the couples are best matched, and the people involved have a more different personality, thus creating new different stimulations for the people involved.

### *Under-aged migrants:*

In the case of under-aged migrants and refugees it is important to always involve the mentee's parents or tutors, when present, and provide them with the opportunity to express a feedback about the potential mentor in every moment preceding the

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definitive choice. In fact, during the mentoring process, the mentees will be subject to new challenges in different fields of their lives. The relationship a mentor has with the mentee's family could be a critical factor in determining the success of a mentoring relationship and can influence the way the mentees see the figure of the mentor and how much they trust the mentors themselves. For these reasons, even if the mentee's family does not take part in the mentoring relationship, the coordinators and the mentors should still try to involve them as much as possible during the initiation phase of mentoring.

### *Matching criteria:*

It should be remembered that the pre-matching criteria represent just an instrument that allows the participants to reach their goals: for this reason, the most appropriate criterion is the one considered the most effective to achieve the programme objectives.

Matching criteria could be:

- Language and ethnicity
- Age: Having some difference in age between mentor and mentee (at least three years) could be helpful but is not compulsory.
- Gender: Taking into consideration that different cultures have different expectations about the role of a male or a female, specifically in the education field and in relation to work-related and responsibilities
- Cultural or educational background: They do not necessarily have to be exactly the same. The mentee's situation as a whole has to be analysed.
- Personality and interests: Same here

In case there are not enough mentors available from minority groups one should take into consideration cross-gender and cross-ethnicity mentoring relationships that can also foster the mentee's personal and professional growth. However, especially cross-gender matching should be done with extreme care and after asking the mentee if they have preferences about the mentor's gender.

### *Activities and tasks to be delivered*



1. Defining the pre-matching procedure as well as the pre-matching criteria
2. Create a document containing all the useful information about each participant (mentor/mentee) available from the registration/recruitment process (Step 2). If necessary, organise additional interviews (one-to-one or in groups) or questionnaires.
3. Pre-select the mentoring pairs according to the pre-matching criteria. This is not necessary if you want to organise a group session without pre-matching the pairs.
4. Contact mentors and mentees in order to assess their interest in pre-meeting each other. Provide a description and some information about their potential counterpart. If necessary, involve also the mentee's parents/guardian.
5. Prepare the first informal meeting: selection of location and activities to be developed during the first informal meeting, sending invitations to the participants. Involving the mentors' coordinator because he/she should be present at the meeting, supervise the activities and the interactions between participants. If necessary, provide mentors/mentees with an informative document about their counterparts beforehand.
6. Organise a one-to-one meeting/conversation with mentors and mentees to confirm their matching choice (Ask for feedback)
7. Officially pair the couples of mentor/mentee and prepare everything for the formal matching and first formal meeting (see Step 6 Formal Matching)

## 4.6. Formal matching and meeting

### *Overview and objectives*

In this step, the mentoring pairs have to be confirmed to work together based on the pre-matching selection. Pre-matched mentoring pairs meet – officially - for the first time in order to get started with the mentoring process. The objectives of the first meeting either is getting to know each other for the first time - in case there was no informal meeting beforehand - or meeting for the second time. In both cases, mentor and mentee start working together. This means they start exchanging information, expectations and wishes and fixing goals and details for the further mentoring

process.

What is important in the whole process is strengthening the mentee's own initiative and responsibility, as well as incorporating the mentee's existing resources, so that the mentee's active participation is encouraged and enabled.

Be aware that the mentoring phase is a process and building trust takes time. Usually, it needs up to three meetings to create an initial basis of trust.

### *Details*

The mentors' coordinator has to fix the **date** for the first formal meeting that is possible for both mentor and mentee. The coordinator has to provide the mentor with all relevant information about his/her mentee if not done yet. This can also be done for the mentee if they have not met each other before. The coordinator has to select and organise a **location** for the meeting. A neutral location is more appropriate than a private setting. When mentoring extended families, it may be appropriate to visit the family at home for the first meeting as well.

The coordinator has to prepare an **interview guide** with key questions and hand it over to the mentor: mentee's needs, goals, concrete steps and tasks, dates and intervals for the next meetings etc. and discuss it shortly in order to make sure everything is clear. If information on needs or goals is already available from the pre-matching, it is handed over to the mentor as well. A (pre-)**contract** has also to be prepared if not signed yet.

The mentors' coordinator has to be present at the first official meeting and guide and supervise the whole procedure.

### *Procedure of first formal meeting*

- If it is the first meeting, mentor and mentee introduce themselves in order to get to know each other – guided by the mentors' coordinator who also introduces him/herself to the mentee if they do not know each other yet.
- The mentee's needs and goals are clarified: what, what for, how, how long, who etc.
- The mentor has to inform the mentee about possibilities and boundaries regarding expertise and time resources

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- The mentee is also asked to come up with his/her expectations, fears and boundaries
- Based on all this, mentor and mentee have to agree on the next concrete steps: tasks of mentor and mentee for the next meeting, place and time of the next meeting. The details agreed upon are written down.
- The frequency of meetings should be discussed and pre-fixed: depending on the needs of the mentees from weekly to fortnightly or monthly, anything is possible.
- If both agree, a prepared (pre-)contract with the essential items is signed or – if not possible – the contract is set up and will be signed at the next meeting at the latest or in the meantime.

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The whole procedure during the meeting is guided and supervised by the mentors' coordinator present.

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### *Follow-up*

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- Setting up a personalised programme based on the outcome of the first official meeting and all the information gathered: The mentors' coordinator and mentor establish a personalised programme taking into account the mentee's situation, the expressed needs, expectations and goals as well as the possibilities of the mentor in terms of expertise and time resources. The programme objectives (medium and short term) and the steps of the mentoring process are defined.

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- Be aware that objectives may change as the process unfolds. Example: in case of failure or a goal that is difficult to achieve. The mentors' coordinator can rework the content with the mentor and mentee.

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- Finalise a document with the appointments, topics of the appointments, tasks agreed upon handed out to mentor and mentee. The mentee can receive this also in the form of a family calendar.
- Set up a final contract if not done yet that should be signed by the mentors' coordinator, mentor and mentee at the second meeting at the latest.
- Define a procedure if a mentoring pair does not want to continue after the first meeting. Reasons for discontinuation: different expectations from both sides, unreliability, overstepping boundaries; paternalism by buddy.

## **Activities and tasks to be delivered**

1. Finalise the matching process and set up a personalised programme
2. Prepare the first meeting: interview guide, data template, time, place, invitation, (pre-)contract
3. Conduct and supervise the first meeting
4. Follow up: documentation, final contract, procedure for not matching pairs

### **Templates:**

- Mentor Mentee Agreement (See Annex 9)
- Mentoring Meeting Record (See Annex 4)

## **4.7. Buddy sessions**

### **Overview and objectives**

The mentoring process will require meetings (buddy sessions) of Mentor and Mentee on a regular basis for a period of 3-6 months. If the Mentee is a minor, he/she will be guided to attend school. Furthermore, the Mentor will cooperate with the Mentee based on an individual action plan (personalised programme). The Mentee should be guided by the Mentor on how to develop skills in order to be able reach his/her goals.

Following their first meeting, the mentor and mentee meet regularly for mentoring sessions in order to implement the personalised programme that meets the mentee's objectives. This programme has been established after the first official meeting (see step 6) and can evolve. Step 7 refers to practical elements about the location, duration and flow of the sessions as well as the ongoing documentation (results) about it.

### **Details**

#### **Buddy sessions:**

The format and content of the sessions can vary, however a number of elements are to be taken into account to successfully complete the mentoring programme, reach the goals agreed upon and develop a relationship of trust and listening.

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Although the frequency and duration of the sessions have been fixed during the first meeting (step 6) they can be adjusted at any time if necessary.

The same is valid for the meeting places. They are jointly defined by the mentor and the mentee and also may vary throughout the process. However, it is still advisable to choose a neutral location for both mentor and mentee: not their home or workplace. This is not compulsory either. In case of mentoring a whole family, the family's place could also be an option for the sessions. It is also important to choose a place that is conducive to exchanges: avoid places that are too noisy.

### *The evolution & the end of the programme:*

The programme will evolve alongside with the relationship. In Step 9 (feedbacks) it is seen that mentor and mentee give each other feedbacks in order to reflect and adjust if needed. Documentation is essential in order to make visible the mentee's progress, the steps achieved, the next possible steps, the events planned etc.

An important thing is the flexible dimension of the relationship. For example, if the matching is no longer relevant and beneficial for both parties, then they can change it. The communication should be also with the coordinator who will accompany this choice and the change.

It is recommended to plan perspective talks with the mentee after a certain number of sessions, for instance after 5 buddy sessions. These talks should be organised and supervised by the mentors' coordinator.

There should be a clear end point at the end of the programme so that it can be concluded well for both sides.

### *Meeting procedure*

#### *Introductory time and review:*

At the beginning of each session, the mentor and the mentee take time to check up on each other and discuss their day. This helps break the ice. It is also a time during which they can look back on the outcomes and tasks of the previous session: questions, clarifications, problems: What is clear and what not clear? What has been achieved? What worked well? What did not turn out well and why?

#### *Activities during the session:*

The mentor can then present and suggest the planned objectives in order to discuss them with the mentee activities as well as collect the mentee's ideas. What can be

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the next steps and tasks?

### *End of session: conclusion, self-evaluation and feedbacks:*

Both mentor and mentee make a conclusion on how to tackle the next steps, they define tasks, deadlines and fix the next session date and place. Mentors and mentees can give each other a short feedback on the session or choose to do so at a later date.

### *Activities and tasks to be delivered*

1. Define the personalised programme
2. Plan, conduct and document the buddy sessions
3. Supervise the buddy sessions: feedbacks, perspective talks, based on documentation
4. Prepare the end of the programme

### *Templates:*

- Mentoring Meeting Report (See Annex 4)
- Mentee Progress Report (See Annex 5)
- Mentor Progress Report (See Annex 6)

## **4.8. Supervision and self-assessment**

### *Overview and objectives*

Supervision and support of mentors during the mentoring process is essential. Supervision is seen as a place for reflection and sharing, with the aims of: broad support for all the mentoring process; trigger continuous learning and the development of the mentor's skills (peer or non-peer), and also the promotion of mentors' motivation. Supervision will create the opportunity to progress review, as well as to promote a serious thought on the difficulties that arise during the programme.

Self-assessment and self-evaluation of the mentors' abilities and limitations should be a fixed part of the supervision process because it is important for a successful



mentoring process. This process already started with the initial training of mentors where self-assessment is an essential part of the training.

## **Details**

### *Tools for supervision:*

There are different tools available such as regular supervision sessions held by a qualified external supervisor which can range from group supervision or individual supervision. The mentors' coordinator can be present or another trusty person. Monthly sessions are suitable.

Supervision sessions can also be offered by an experienced and trained mentors' coordinator. There is also the option of intervision sessions which means that only the mentors exchange their experiences without being supervised. However, the presence of the mentors' coordinator may be useful. Rather informal buddy-meetings for instance twice a year are also very useful and offer space for exchange. A further training can be offered at these occasions.

Generally, voluntariness is important but the participation of mentors in supervision activities should be compulsory.

### *Self-assessment:*

Self-assessment has to make visible the expectations of buddies, exchange of experiences, reporting and analysing personal limitations, upcoming problems and challenges. More general topics such as discrimination, intercultural and transcultural issues etc. should also be on the agenda on a regular basis in order to sharpen the awareness and the context in which the mentors are working.

### *Self-assessment tools:*

Self-assessment tools are classic questionnaires, questionnaire with self-perception and perception of others (self-image, perception of others, meta-image) according to Schoch as a pair exercise, practical exercises or even a peer coaching system: two buddies coach families as a pair or a team (Schoch, 2007). One observes (listener) the other in the interaction and gives feedback.

## **Activities and tasks to be delivered**

1. Organise/provide/finance qualified supervisors

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2. Prepare and plan supervision sessions including documentation
3. Organise and prepare or plan intervision sessions
4. Organise and plan buddy meetings including further training
5. Introduce into how to write a reflection diary or a logbook (see also Step 9 Progress Monitoring and Feedback))
6. Organise the content of the self-assessment questionnaires and how often these should be filled in.

### *Templates:*

- Supervision Meeting Record (See Annex 7)

## **4.9. Progress Monitoring and feedback**

### *Overview and objectives*

On the basis of the initial self-assessment (Step 3) and the objectives set for the Buddy sessions (Step 7 Buddy Sessions), the stakeholder together with the mentors' coordinator monitor progress, i.e., the change observed in the mentee's situation but also in the mentor/mentee relationship. This relationship is strengthened by communication and more particularly by feedback: the reactions shared between the mentor and the mentee.

It should be remembered that this step is strongly linked with Step 8 (Supervision and self-assessment) and 10 (Evaluation and Final Recommendations) in which it is advisable to create an evaluation plan that will allow the entire process to be monitored using identified indicators and objectives. In this way, the progress and achievements of each person can be monitored.

### *Details*

#### *Methods and tool for monitoring progress:*

The method, frequency and indicators for monitoring progress are defined in the



evaluation plan drawn up by the mentors' coordinator together with the stakeholder and if existent the team of professionals mobilised on the mentoring programme. They set up questionnaires and deadlines in line with the objectives defined in the personalised mentoring programme.

However, the mentor and the mentee also create and use the tools they choose to report on the progress observed. For example, a logbook in which he or she reports on each session in a brief report with a summary of the main points of the session. This helps keep a record for evaluating progress but also the mentor/mentee relationship. In this logbook, the mentor must be as sincere as possible: if there has been no progress, it is not a problem. Changes do not happen overnight.

Simple questions to ask:

- 1 • Has the mentee made progress, and if so, in what areas?
- 2 • Are you satisfied with the relationship with your mentee?
- 3 • Are you considering asking to change mentees?
- 4 • Did you face any difficulties and if yes, how did you handle them?
- 5 • Did you have to change/modify the initial goals set?

*Note: These questions also work on the mentee side. It is interesting to have opinions from both sides.*

*Feedback: objectives, methods and practical advice:*

Feedback refers to a communication technique that allows you to communicate your reaction to a phenomenon or situation. It is central because it contributes to the development of a relationship of trust and listening between the mentor and the mentee.

There are several types of feedback:

- **Alternative feedback:** introduces a difference. E.g.: I would like you to let me know beforehand next time so that I can get organized...
- **Reinforcement feedback:** invites you to do the same. E.g.: I liked it when...
- **Reflexive feedback:** models what is present. Ex: I think you're saying something important because...

Mentors and mentees are encouraged to give each other oral and if possible written feedback at each session while respecting certain elements. Indeed, feedback is sincere, specific, focused on actions (not actors), constructive and useful.

During the Buddy Sessions (Step 7), time is foreseen for feedback at the beginning or end of the session.

The mentors' coordinator plays an important role as he or she is in contact with the mentor and mentee who can provide feedback and helps with communication.

### **Activities and tasks to be delivered**

1. Define an Evaluation Plan (Step 10 Evaluation and Final Assessment)
2. Identify and choose methods for the follow-up
3. Give feedbacks for each session at least
4. Reflect on the feedback and adjust if needed

#### **Template:**

- Mentoring Programme Report (See Annex 8)

## **4.10. Evaluation and final assessment**

### **Overview and objectives**

This step provides evidence of the effects of the buddy system model on skills and achievements gained with the method.

Even if it is carried out at the end of the programme, this step must be thought out and established as soon as the programme is drawn up in the form of an Evaluation Plan, in order to define the objects of evaluation, the actors impacted, the indicators for measuring success, the temporality / periodicity of the evaluation and the tools and methods that will be used.

This step is made up of two parts: the final assessment and the evaluation.

The first part is the final assessment stage of the programme: following the "initial self-assessment" – Step 3 – and the "supervision and self-assessment" – step 8. It is also



in dialogue with the other moment of the project assessment: "progress monitoring"  
– Step 9.

The second part is the evaluation of the project as a whole: of the buddy system itself and its steps – the impact on the actors, on their interactions and on the process that links them.

### *Details*

The evaluation of Buddy System projects should identify from the writing of the project, the objectives that are specific to them, depending on the expected outcomes, and therefore identify the indicators that will allow them to be evaluated. The indicators and perspectives of the evaluation vary depending on the actors involved in the project: project leaders, mentors, or mentees.

The approach very much depends on the objectives and the background of the mentees.

For instance, when talking about Youth Mentoring, what is central is the strength of the relationship with the mentor. To assess a project that has chosen this type of outcomes, it will then be necessary to be particularly attentive to the relevance of the recruitment and matching procedures, to the progress of the buddy sessions, and to the relationship between the buddies and its evolution over time.

When dealing with Mentoring to Work it is not the strength of this relationship that will be evaluated, but rather its functioning and objectives.

The success factors for each expected outcome will not always be the same: the challenge of this step is then to succeed in providing as many recommendations, methods, and resources as possible so that each project leader has all information to evaluate them as well as possible.

Regarding the evaluation plan and its steps, a qualitative tool for the final assessment can be carrying out life history interviews, adapted to mentoring's experiences and relationships. When it comes to quantitative tools for global evaluation a short survey (ex.: Google form) can be proposed to the mentor and the mentee after each or a certain number of buddy sessions. (far too academic for this target group!) However, this should be optional, in order to give the participants the opportunity to express themselves if they wish.

As for a thematic evaluation there is no general recommendation how to evaluate a

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project with a particular theme or public. It turns out easier with general objectives for all types of projects such as empowerment and self-determination. Optional resources can be offered in addition for an evaluation tailored to specific publics and activities.

What is important is to pay particular attention to always question why and for what purposes you want to evaluate.

The temporality of the evaluation depends on several factors intrinsic to the project that will be implemented: its duration, the chosen indicators for the evaluations, and the public's concern among the migrant populations. For example, quantitative indicators will produce data that is quicker to collect and analyse (such as access to employment or training) while qualitative indicators will take longer to evaluate. This is the case for learning the language of the host country, where the challenge is rarely to become immediately bilingual (it is a longer process than the projects themselves) but to have sufficient mastery to facilitate socialisation, integration into the labour market, and ultimately integration into the host society. The timing of the evaluation, i.e. the progress and final reports, is therefore not fixed either. Stakeholders will have to identify where to place these milestones of the evaluation, depending on the different factors mentioned above, including the expected effects. The final report can, for example, be produced at the end of the project, or several months after the end, if the aim is to assess its long-term effects.

The evaluation is set up by default by the mentors' coordinator, he/she could be helped by mentors for instance to implement written feedbacks or surveys after a buddy session or after a certain number of buddy sessions.

The evaluation can also be implemented by external stakeholders if necessary (master's or doctoral students, academics, study office, etc.).

## ***Activities and tasks to be delivered***

### **1. Designing of the Evaluation Plan**

- a. Defining of the object of the evaluation, the expected outcomes and the objectives
- b. Defining of the evaluation methodology (develop the data collection and analysis system)
- c. Defining of the indicators (qualitative and quantitative) and the evaluation

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tools (questionnaires, surveys, interviews, etc.)

d. Establishing of the temporality of the assessments (according to the nature of the project and the chosen indicators - initial, progress and final, post-final?)

## 2. Producing Assessment progress reports

a. Gathering, processing and analysis of collected data from self-assessments (Step 3 and 8) and from monitoring progress (step 9)

b. Drafting of the progress reports.

## 3. Production of the Final evaluation report

a. Final assessment and monitoring progress at the end of the project (life history interviews, surveys, etc.)

b. Gathering and processing of collected data from progress reports and from final assessment for analysis

c. Writing the final report

### *Template:*

- Mentoring Programme Report (See Annex 8)

## 4.11. Calendar of activities and responsibilities

Timetable: M = Month 1 – 6:

In which month(s) of a 6-months-based programme the activity should take place?

Responsibilities: Who is responsible to implement the activities?

MC = Mentors' Coordinator

M = Mentor

OP = Other Professionals

EX = External Stakeholders

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Step	Activities	M1	M2	M3	M4	M5	M6	MC	M	OP	EX
1	Engagement of Integration Services professionals and volunteers	X						X			X
1	Online invitation to take part in the M4M Mentoring Programme	X						X			X
1	Dissemination of the invitation through website, social media and online platforms	X	X					X		X	X
1	Organisation of information meetings or events to disseminate the launching of the programme	X	X					X			X
1	Further information should be provided to interested parties		X					X			X
2	Research of mentor's candidates and interested mentees; type of registration;		X	X				X			X
2	Profiling of mentor's candidates		X					X			
2	Pre-selection and interview of mentors' candidates\		X					X		X	
2	Selection of mentors' candidates		X	X				X		X	
3	Guidelines with mentor's/ mentee's/ coordinator's required skills	X	X					X		X	
3	Define methods how to assess mentor's and mentee's skills	X	X					X		X	
3	Develop an interview schedule to assess mentors' and mentees skills including the Basic Principles	X					X		X		
4	Designing and implementing a training with theoretical and practical/experiential modules		X	X				X		X	
4	Providing economic support for mentors to attend the training	X	X					X			X
4	Setting scopes and dates for the training		X	X				X			
4	Finding trainers	X	X					X		X	
4	Providing a certificate or other proofs after the training		X					X			
5	Defining the pre-matching procedure and pre-matching criteria	X	X					X		X	
5	Develop a document with personal information		X	X				X			
5	Pre-select the mentoring pairs according to the pre-matching criteria			X				X			
5	Contact mentor and mentee			X				X			
5	Organise a pre-meeting			X	X			X			

5	Ask for feedback		X	X			X	
5	Officially pair the couples of mentor/ mentee		X	X			X	X
6	Finalise the matching process and set up a personalised programme		X	X			X	X
6	Prepare the first meeting: interview guide, data template, time, place, invitation, (pre-) contract		X	X			X	X
6	Conduct and supervise the first meeting		X				X	X
6	Follow up: documentation, final contract, procedure for not matching pairs		X	X			X	X
7	Define the personalised programme		X	X			X	X
7	Plan, conduct and document the buddy sessions		X	X	X	X	X	X
7	Supervise the buddy sessions: feedbacks, perspective talks		X	X	X	X	X	X
7	Prepare the end of the programme			X	X	X		
8	Organise/provide/finance qualified supervisors	X	X				X	X
8	Prepare and plan supervision sessions including documentation		X	X	X	X	X	X
8	Organise and prepare or plan intervention sessions		X	X	X	X	X	X
8	Organise and plan buddy meetings including further training		X	X	X	X	X	X
8	Introduce into how to write a reflection diary or a logbook		X	X			X	X
8	Organise the content of the self-assessment questionnaires and the frequency	X	X				X	X
9	Define an Evaluation Plan		X	X			X	X
9	Identify and choose methods for the follow-up		X	X			X	X
9	Give feedbacks for each session at least		X	X	X	X		X
9	Reflect on the feedback and adjust if needed		X	X	X	X	X	X
10	Design of the Evaluation Plan	X					X	X
10	Assessment progress reports		X		X		X	X
10	Final evaluation report					X	X	X
							X	X



# Annexes

## Annex 1

### *Guidelines for Code of Ethics in Mentoring*

#### *Mentors in the Mentoring Process should abide by the following principles:*

**Responsibility.** The Mentor must be aware of his/her behavior and its potential negative impact on the Mentee.

**Do no harm.** The Mentor must avoid any behavior that has the potential to harm the Mentee (for instance, any behavior that might be perceived as abandonment, exploitation, boundary violation or neglect). The Mentor must also be aware of any change in the Mentee's behavior.

**Set limits, boundaries and roles.** Although some professionals working in a mentoring relationship may develop friendship with their mentees over time, it is important to establish clear boundaries to avoid potentially harmful multiple roles. It is also important to discuss eventual overlapping roles to avoid misunderstands and inappropriately personal behaviours. It is important to maintain confidentiality, objectivity and equal partnerships, and most important never enter a sexual relationship with a Mentee.

**Competence.** It is important that the mentor is aware of his/her level of mentoring competence and experience, in order to chose an appropriate approach during the mentoring process. Moreover, each time the conversation strays away from mentoring towards counselling, an appropriated approach would be to suggest to contact a competent professional for particular topics.

**Confidentiality of the identity of the person being mentored.** Mentors and the Programme's Coordinator must preserve the identity of the Mentees. Moreover, both the Mentor and the Mentee must maintain the confidentiality of all information shared during the mentorship programme, especially regarding sensitive and personal information, except for dangerous and ilegal information, in that case appropriate measure must be taken, after consulting the Coordinator of the Programme.

**Dealing with self-distractions.** Mentors must bear in mind that bias, preconceived ideas, initial impressions, opinions and stereotypes influence the ability to pay attention and to be present and focused on Mentees' needs. If the Mentor struggle to achieve such level of self-management, it would be appropriate for the Mentor to suggest that the Mentee work with another Mentor.

**Contracting.** The mentoring contract must include a clarity over length and frequency of the sessions, as well as an agreement regarding the location of the sessions and whether if it is permissible to use email/telephone/text to contact Mentor/Mentee regarding any concern related to mentoring.

**Source:** University of Southampton (2021) retrieved from <[Code of conduct for mentoring | Professional Development | University of Southampton](#)> [07.09.2021].

## Annex 2

### Mentor Form

I have read and understood the [program's name] Mentoring Programme and I am happy to use the following tools with my mentees:

Mentees' performance profile

Mentees' action plan (if agreed with mentee)

I myself agree to:

Complete all forms and tools with my mentees (when required)

Take part in an interview (if required)

I understand that all the information I provide will be used on the evaluation of the [program's name] Mentoring Programme. I am satisfied that all information will be collected anonymously and kept private by the evaluation team.

Please sign and date below if you consent to each part of the evaluation procedures.

Signature\_\_\_\_\_

Date\_\_\_\_\_

#### Activities

Organisation Name

Mentor Name

Mentor Age

Mentor Gender (male/female/non-binary)

Mentor profile

Education \_\_

Professional  
Background \_\_

Other \_\_\_\_\_

My hobbies/interests are:

What do I hope my mentee/s will gain from this mentoring experience?

What can I bring to the mentorship to support my mentees?

What is your experience in working with migrants/refugees?

What is your experience in mentoring?

What is your experience in mentoring?

*Tell us how you heard about the mentoring programme and why you decided to become a mentor. This might include having past experience in mentoring (either mentoring or being mentored) and anything you think you have in common with the people you will be mentoring.*

*Tell us about any training you have had in mentoring in the past. Please include details of what you have done to prepare for mentoring on this project.*

## Annex 3

### Mentee Form

I have read and understand the [program's name] Mentoring Programme sheet and I am happy to:

\_\_ share my information with [organization's name].

\_\_ fill in the progress monitoring tools.

\_\_ take part in an interview if it is necessary to gather evidence from the mentoring programme.

Please sign and date below if you consent to each part of the evaluation procedures.

Signature\_\_\_\_\_

Date\_\_\_\_\_

#### About me

Host-Organisation Name

Mentee Name

Mentee Age

Mentee Gender (male/female/non-binary)

Mentee profile

Education \_\_

Professional Background \_\_

Other \_\_\_\_\_

My hobbies/interests are:

*Tell us a bit about your background. How long have you arrived? How is your experience in [host-country] so far? What are your expectations? What kind of education have you had? What is your professional background? What are your major concerns?*

*Tell us where you live and who you live with. What type of home do you have currently (e.g. government, supported or private housing)? What type of home did you have in your home country?*

*Tell us about key challenging moments you have or have had in the past.*

*Tell us about any help you are receiving at the moment and who you are receiving help from.*

*Tell us about any help/support you would like to receive at the moment. Is there any ongoing process/procedure to provide you with such help/support? With which organization?*

#### My goals

*In the three boxes below please write in the three most important issues that you would like your mentor to help you with. It may include both personal goals (for instance, support to apply for legal status) and/or professional goals (for instance, support to find a job).*

##### Goal 1:

How can my mentor help me with this?

##### Goal 2:

How can my mentor help me with this?

##### Goal 3:

How can my mentor help me with this?

Note: this template is inspired in the model of Mpath Project, Mentoring Pathways Towards Employment (2015). Project number: 2015-1-RO01-KA204-015146

## Annex 4

### Mentoring Meeting Record

Please fill out this form after each meeting you have with each of your mentees.

Mentee name:	Date:	Time (from):	Time (to):
This is my _____ meeting with my mentee (e.g. 1st, 2nd, 3rd etc)	Form of meeting: Face-to-face __ Telephone __ Email __ Skype __ Other: _____ _____	Outcomes from profile completed? Y/N (circle as appropriate)	Action plan completed? Y/N (circle as appropriate)
Give a brief description of what you did with your mentee during this meeting: (include details of where you met and any activities you did, planned or unplanned). Refer to any non-conformities occurred.			

Source: MPATH Project, Mentoring Pathways Towards Employment, (2015), Project number: 2015-1-RO01-KA204-015146



## Annex 5

### Mentee Progress Report

Mentee name:

Have you made any progress? (Please tick)

Yes

No

If Yes, in what areas?

If No, what are the reasons?

What influence has your mentor had on what stage you feel you're at now?

What else has influenced what stage you feel you're at now (e.g. other services, friend and family etc)?

Are you satisfied with the relationship with your mentor?

**Do you feel mentoring sessions are:**

1  
Not that  
much

2  
A little

3  
Somewhat

4  
Very much

Useful

Influential

Improving your job performance

Addressing your needs

*Do you consider asking to change your mentor? If yes, please explain why.*

Source: MPATH Project, Mentoring Pathways Towards Employment, (2015). Project number: 2015-1-RO01-KA204-015146

## Annex 6

### Mentor Progress Report

Mentor name:				
Have you made any progress? (Please tick)		Yes	No	
If Yes, in what areas?				
If No, what are the reasons?				
What influence did you have on what stage your mentee's achievements?				
What else has influenced what stage your mentee is at now (e.g. other services, friend and family etc)?				
Are you satisfied with the relationship with your mentee?				
<b>Do you feel mentoring sessions are:</b>	1	2	3	4
	Not that much	A little	Somewhat	Very much
Useful				
Influential				
Improving your job performance				
Addressing your needs				
<i>Do you consider asking to change your mentee? If yes, please explain why.</i>				

Source: MPATH Project, Mentoring Pathways Towards Employment, (2015). Project number: 2015-1-RO01-KA204-015146



## Annex 8

### Mentoring Programme Report

Date: \_\_\_\_\_ Timeframe: \_\_\_\_\_

Sampling (response rate): \_\_\_\_\_

Methodology: Survey  Interview

Face-to-face  Online

Mentors and mentees perceptions on mentoring sessions (please insert the graphic):

Indicators	Goal	
	Expected	Achieved so far
Number of hours spent in mentoring per month		
Level of relevance of mentoring to achieve goals		
Number of hours spent in mentoring per month		
Length of mentoring process		
Quality of mentoring relationship		
Usefulness of mentoring		
Level of progression of mentors		
Level of progression of mentees		
Number of mentees who retain their job place		
Mentors and mentees' perceptions on progression and achievements:		
Number of mentors who said mentees made any progress		
Number of mentees who said have made any progress		
Number of mentors who feel have influenced mentee's achievements		
Main areas of progression:		
Main reasons for not progressing:		
Main activities which might have influenced what stage mentee is at now:		
Overall satisfaction with mentoring relationship:		
Number of mentors or mentees who want to change pair:		
Main reasons for change pair:		

Source: MPATH Project, Mentoring Pathways Towards Employment, (2015). Project number: 2015-1-RO01-KA204-015146

**Purpose:** the aim of this worksheet is to

- Reinforce the competences acquired
- Practice the creation of a supervision plan/agenda
- Reflect on the experience and improve it

*The current plan takes the form of a questionnaire and is to be used for every supervision meeting that you schedule. You should answer the same questionnaire in every meeting (you decide between you the frequency of the meetings) so as to compare the development of supervision and identify any potential changes, positive or negative.*

1. What are the outcomes that you expect to achieve through the supervision? (e.g. better understanding of how to manage a mentor-mentee relationship, skills improvement etc.)

2. What obstacles do you think get in the way for an efficient supervision? How can they be solved?

3. How do you evaluate the coordinator-mentor relationship? Please elaborate

4. What are the positive elements that you can identify in the supervision process?

5. Is there something that you would like to add to the process (e.g. tools, strategies, activities etc.)? If yes, please mention.

6. Is there something that you would like to change in the process? If yes, please mention.

7. Please provide any general comments on the overall progress of the mentoring activity.

## Annex 9

### Mentor Mentee Agreement

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the mentees' goals. We note the following features of our relationship:

#### Frequency of Meetings

How often will we meet?

---

Day(s) of the week:

---

Where will we meet?

---

How long will our meetings last?

---

#### Specific Role of the Mentor

*(Model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)*

---

*The mentor will provide support without any financial remuneration. They are also not expected to provide any monetary support to the mentor and their families. During the first meeting(s) expectations and boundaries will be clearly defined.*

#### Specific Role of the Mentee

*As a willing participant in this mentoring project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor.*

#### Confidentiality

*Nothing that the mentee tells the mentor will be discussed with anyone except the Mentor Coordinator. If the mentor feels it is important to involve another adult, it will be discussed first with the mentee. If there is threat of physical harm to the mentee or to others, the mentor must break confidentiality to seek protection for the endangered individual.*

#### No-fault Conclusion

*We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the Mentor Coordinator before terminating the relationship.*

---

Mentee

---

Mentor

---

Date

---

Date

## Annex 10

### Mentor interview

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed by: \_\_\_\_\_

*I need to ask a number of questions about you that will help me in matching you with a mentee. Some of the questions are personal and this interview is confidential. However, I am required to report anything that indicates you have done or may do harm to yourself or others. Some information, like personal qualities and what you would like to do with a mentee or things you are interested in may be shared with a prospective mentee and/or their parents. Do you understand?*

1. Why do you want to become a mentor?

\_\_\_\_\_

2. Why do you think you can help a youth by mentoring? (if not answered in question #1)

\_\_\_\_\_

3. What do you think are your strengths?

\_\_\_\_\_

4. How about your weaknesses?

\_\_\_\_\_

5. What type of child would you like to be matched with?

\_\_\_\_\_

6. Will you be able to fulfill the commitments of the program – eight hours per month with weekly contact for one year?

\_\_\_\_\_

7. What was your own childhood like?

\_\_\_\_\_

8. Have you ever abused or molested a youth?

\_\_\_\_\_

9. Have you ever been arrested? If so, when and for what?

\_\_\_\_\_

10. Do you currently use any alcohol, drugs, or tobacco?

\_\_\_\_\_

11. Have you ever undergone treatment for alcohol or substance abuse?

\_\_\_\_\_

12. Have you ever been treated or hospitalized for a mental condition?

-----

13. Do you have any experience working with children? If so, how will it help you in working with your mentee?

-----

14. What challenges do you think young people face today that they need help with the most?

-----

15. Mentoring a young person is a big responsibility and can change the lives of both the mentor and the mentee. What do you hope to gain from the experience and what do you hope the mentee gains from the relationship?

-----

16. What are some of the biggest problems in the world or in your community that concern you?

-----

17. What types of activities would you do with a mentee?

-----

18. Who else in your household might be present at any given time when you are with your mentee?

-----

19. What hobbies or interests do you have?

-----

20. At this point, clarify any questions of concern that arose from the written application.

-----

21. Do you have any questions about the program I can answer for you?

-----

Interviewer Comments:

-----

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-----

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Source: "Generic Mentoring Program - Policy and Procedure Manual"; L. Ballasy, M. Fullop, and M. Garinger, published by The Hamilton Fish Institute on School and Community Violence & The National Mentoring Center at Northwest Regional Educational Laboratory, September 2007: <https://educationnorthwest.org/sites/default/files/resources/policy.pdf>

## Annex 11

### Mentee interview

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewed by: \_\_\_\_\_

*I need to ask a number of questions about you that will help me in matching you with a mentor. Some of the questions are personal and I want you to know that what you tell me will be confidential, meaning*

*I won't tell your parents unless you give me permission. However, I am required to report anything that indicates you have done or may do harm to yourself or others. And some information, such as what you would like to do with a mentor or things you are interested in may be shared with a prospective mentor. Do you understand?*

1. Why do you think you'd like to have a mentor?

\_\_\_\_\_

2. What type of person would you like to be matched with?

\_\_\_\_\_

3. Will you be able to fulfill the commitments of the program – eight hours per month with weekly contact for one year?

\_\_\_\_\_

4. Are you willing to attend an initial mentee training session and two training sessions per year after being matched?

\_\_\_\_\_

5. One of the program requirements is to communicate with program staff once a month about your relationship with your mentor. Are you okay doing that?

\_\_\_\_\_

6. What types of activities would you do with a mentor?

\_\_\_\_\_

7. What hobbies or interests do you have?

\_\_\_\_\_

8. How would you describe yourself?

\_\_\_\_\_

9. How do you think friends and family members would describe you?

\_\_\_\_\_

10. How do you like school?

\_\_\_\_\_

11. How well do you do in school?

\_\_\_\_\_

12. Tell me about your friends.

---

13. Have you ever been arrested? If so, when and for what?

---

14. Do you currently use any alcohol, drugs, or tobacco?

---

15. Do you have any questions about the program I can answer for you?

---

Interviewer Comments:

---

---

---

---

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